



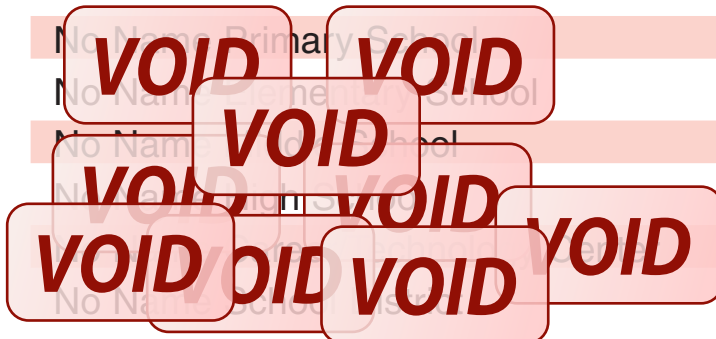
Tool Kit

2004 – 2005

Master Transparencies

Report Card Presentation	(Power Point)	(PDF)
Calculating Ratings for Primary Schools	(Power Point)	(PDF)
Calculating Ratings for Elementary/Middle Schools	(Power Point)	(PDF)
Calculating Ratings for High Schools	(Power Point)	(PDF)
Calculating Ratings for Career/Technology Center	(Power Point)	(PDF)
Calculating Ratings for School Districts	(Power Point)	(PDF)

Sample Report Cards



Handouts

A Matter of Facts about the School and District Report Cards		
7 Tips on How to Use the School and District Report Cards		
Frequently Asked Q & A about PACT		
Frequently Asked Q & A about HSAP		
On the Same Page: Teaching to the Test Q & A		
VOID VOID VOID VOID	(English)	(Spanish)
VOID VOID VOID VOID		
Sample Letter to the Community		

Use your mouse to click on the title or the format to see each document.



[Insert Name of School / District Here]

Understanding The Annual South Carolina School Report Card



2010 Shared Goal

South Carolina's student achievement will be ranked in the top half of the states nationally.

To achieve this goal, we must become one of the five fastest improving systems in the country.

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Components of South Carolina's Education Accountability System

- Curriculum Standards
- Assessments
- Public Reporting
- Professional Development and Technical Assistance
- Rewards and Interventions



Purposes of the Report Card

- Information about the school performance
- Assist in addressing strengths and weaknesses
- Recognize high-performing and improving schools
- Evaluate and focus resources on low-performing schools

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Basic Facts

- Sent to schools by Nov. 1
- Distributed to parents by Nov. 15
- Advertised in the local newspaper within 45 days
- Communications tool to showcase strengths, focus resources to improve weaknesses, and recognize high-performing and improving schools

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Types of Report Cards

- Primary schools
- Elementary schools
- Middle schools
- High schools
- Career and technology centers
- School districts
- SC special schools

Report Card Components

- General information
- Performance ratings and AYP notification
- Standardized test results
- School profile information
- Principal & SIC narrative
- Survey results

THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2004



General Information

Grades: 6-8

Enrollment: 761

Principal:

George Washington 803-123-4567

Superintendent:

Dr. Marcus Welby 803-123-4567

District Board Chairman:

Susan B. Anthony 803-123-4567

- School name
- Enrollment
- Grade levels
- Contact information
- Web sites for more information



Performance Ratings & AYP

Two Ratings:

- Absolute Rating
- Improvement Rating

AYP (NCLB):

- # of Targets Met

Rating Terms:

- Excellent
- Good
- Average
- Below average
- Unsatisfactory

Standardized Test Results

- Pie charts & Tabular Format
- Disaggregated by student demographic groups
- Disaggregated by grade levels
- Compared to Schools/Districts with Students Like Ours

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Prof. & Adv.	% State Obj.
ENGLISH/LANGUAGE ARTS								
ALL STUDENTS	3976	99.5	33.6	43.3	21.4	1.7	23.1	17.6
GENDER								
Male	2015	99.5	38.8	43.2	16.6	1.5	18.1	17.6
Female	1961	99.6	28.3	43.5	26.3	1.9	28.2	17.6
RACIAL/ETHNIC GROUP								
White	2697	99.6	25.8	45.1	26.7	2.3	29.0	17.6
African American	1169	99.5	50.2	39.9	9.8	0.2	9.9	17.6
Asian/Pacific Is.	30	100	26.7	40.0	23.3	10.0	33.3	17.6
Hispanic	78	98.7	56.4	33.3	10.3	0.0	10.3	17.6
Am. Indian/Alaskan	2	1/S	1/S	1/S	1/S	1/S	1/S	17.6
DISABILITY STATUS								
Not Disabled	3502	99.5	28.4	46.2	23.6	1.9	25.5	17.6
Disabled	474	99.4	72.4	22.4	5.1	0.2	5.3	17.6
MIGRANT STATUS								
Migrant	0	0.0	1/S	1/S	1/S	1/S	1/S	17.6
Non-migrant	3950	99.5	33.3	43.5	21.5	1.7	23.2	17.6
ENGLISH PROFICIENCY								
Limited Eng. Prof.	42	100	76.2	16.7	7.1	0.0	7.1	17.6
Non-LEP	3919	99.2	33.0	43.7	21.6	1.7	23.3	17.6
SOCIO-ECONOMIC STATUS								
Subsidized Meals	2229	99.9	45.4	41.2	12.9	0.4	13.3	17.6
Full-Pay Meals	1744	99.9	18.5	46.0	32.3	3.3	35.6	17.6
MATHEMATICS								
ALL STUDENTS	3975	99.5	34.6	38.9	17.2	9.3	26.5	15.5
GENDER								
Male	2014	99.4	36.8	37.2	16.7	9.2	26.0	15.5
Female	1961	99.6	32.3	40.6	17.7	9.4	27.1	15.5
RACIAL/ETHNIC GROUP								
White	2696	99.6	27.1	40.2	21.1	11.6	32.6	15.5
African American	1169	99.5	51.2	36.0	8.6	4.1	12.7	15.5
Asian/Pacific Is.	30	100	16.7	30.0	30.0	23.3	53.3	15.5
Hispanic	78	98.7	51.3	37.2	7.7	3.8	11.5	15.5
Am. Indian/Alaskan	2	1/S	1/S	1/S	1/S	1/S	1/S	15.5
DISABILITY STATUS								
Not Disabled	3502	99.5	29.5	41.2	18.9	10.4	29.3	15.5
Disabled	473	99.4	72.5	21.6	4.7	1.3	5.9	15.5
MIGRANT STATUS								
Migrant	0	1/S	1/S	1/S	1/S	1/S	1/S	15.5
Non-migrant	3949	99.2	34.2	39.1	17.3	9.4	26.7	15.5
ENGLISH PROFICIENCY								
Limited Eng. Prof.	42	96.7	64.3	28.6	7.1	0.0	7.1	15.5
Non-LEP	3918	96.5	34.1	39.1	17.4	9.4	26.8	15.5
SOCIO-ECONOMIC STATUS								
Subsidized Meals	2228	99.6	45.5	37.6	11.6	5.3	16.9	15.5
Full-Pay Meals	1744	99.8	20.5	40.6	24.4	14.4	38.9	15.5

Profile Information

- Students
- Staff
- School programs
- Compared to Schools/Districts with Students Like Ours and state median

	Our School	Change from Last Year	Schools w/Students Like Ours	Median Elementar Schools
STUDENTS (n=605)				
• First graders who attended full day	76.0%	Down from 87.0%	95.3%	96.6%
• Retention rate	3.5%	Up from 2.9%	3.0%	3.4%
• Attendance rate	97.3%	Up from 96.8%	96.3%	96.4%
• On academic plans	23.9%	Down from 26.1%	33.2%	37.5%
• On academic probation	0.0%	N/R	0.0%	0.0%
• With disabilities other than speech taking PACT (ELA) off grade level	10.9%	Up from 9.4%	8.0%	7.8%
• With disabilities other than speech taking PACT (Math) off grade level	10.9%	Up from 7.1%	3.3%	14.0%
• Older than usual for grade	1.8%	Up from 1.2%	1.0%	1.2%
• Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
• Eligible for gifted and talented	26.2%	Down from 27.1%	19.2%	12.6%
• With disabilities other than speech	10.9%	Up from 9.4%	8.0%	7.8%
STAFF (n=52)				
• Teachers with advanced degrees	53.2%	Up from 41.8%	50.0%	48.6%
• Continuing contract teachers	76.6%	Down from 80.4%	87.9%	85.3%
• Highly qualified teachers	72.3%	No change	77.1%	75.2%
• Teachers on emergency or provisional certificates	0.3%	N/R	1.3%	0.9%
• Teachers returning from previous year	86.0%	Down from 86.7%	87.6%	86.2%
• Average teacher salary	\$39,283	Up 12.5%	\$40,071	\$39,333
• Prof. development days/teacher	9.1 days	Up from 6.9 days	9.8 days	10.1 days
• Teacher attendance rate	96.3%	Up from 94.2%	98.2%	96.7%
SCHOOL				
• Principal's years at school	4.0	Up from 3.0	4.0	4.0
• Student-teacher ratio	17 to 1	Down from 17.7 to 1	19.8 to 1	18.5 to 1
• Prime instructional time	95.9%	Up from 92.8%	90.6%	90.4%
• Dollars spent per pupil*	\$5,600	Up 7.8%	\$5,419	\$5,509
• Opportunities in the arts	Good	No change	Good	Good
• Percentage of expenditures spent on teacher salaries*	64.7%	Down from 76.1%	66.4%	66.5%
• Character education	Good	No change	Good	Good
• Parents attending conferences	95.0%	Down from 98.0%	98.0%	97.0%
• SACS accreditation	Yes	No change	Yes	Yes

Narrative

PRINCIPAL'S SCHOOL IMPROVEMENT COUNCIL REPORT

This has been a great year at No Name Elementary. Our students performed well academically and artistically. They engaged in a number of service activities and set an example for students in other schools in our community. Among our accomplishments are the following:

- The Odyssey of the Mind team scored first in the district and second in the state competitions;
- Our students earned 23 awards in the State Fair competition;
- Four strings students were chosen for the district orchestra and
- The school won DHEC's Friend of the Environment Award for its ecology program.

Our teachers worked very hard this year too. We renewed our 10-year accreditation with the Southern Association of Colleges and Schools, and more of our teachers were able to attend professional development activities and served on several district committees. We completed the five-year school renewal plan.

Five teachers completed their master's degrees. Paul Forrest was selected Teacher of the Year for the school. He is competing for the district honor this spring.

We also appreciate a great PTO and School Improvement Council. The PTO raised funds for the after school homework center that the School Improvement Council felt was needed. Students who attended the homework center showed the greatest improvement on PACT assessments.

No Name Elementary is more than a place. It is a community, and we are glad you are part of it.

- Showcases accomplishments and plans to address any barriers

Survey Results

- Survey results by teachers, students and parents

EVALUATIONS BY TEACHERS, STUDENTS AND PARENTS

Number of Surveys Returned	Teachers 15	Students* 77	Parents* 20
% satisfied w/learning environment	97.0	90.9	93.0
% satisfied with social & physical environment	85.0	86.0	85.3
% satisfied w/home-school relations	97.0	92.0	80.3



SC's Accountability System

- ALL children can achieve
- Higher academic standards for students and schools
- Each school and school district is accountable for every student
- The 2010 Goal
- More students scoring proficient



Adequate Yearly Progress (AYP)

- Added in 2002 as a third measure of school performance.
- Communicates whether a school met or did not meet annual targets for student performance and participation rates.
- Ratings are lowered one level for schools and districts with an Absolute Rating of Good or Excellent and do not meet AYP for *all* students.



Five Rating Terms

- ***Excellent*** – Performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Good*** – Performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Average*** – Performance meets the standards for progress toward the 2010 SC Performance Goal.
- ***Below Average*** – In jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- ***Unsatisfactory*** – Performance fails to meet the standards for progress toward the 2010 SC Performance Goal.



The Criteria and Calculations for Absolute Rating & Improvement Rating (K-2 Grades Only Schools)

Primary School Ratings

- ***Absolute Rating*** - School's level of performance on measures of research-based factors associated with student success during the school year on which the report card is based.
- ***Improvement Rating*** - School's progress toward attaining and/or maintaining higher levels of performance on measures of research-based factors associated with student success from year to year.



Rating Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Student Attendance	98% or greater	96-97.99%	94-95.99%	92-93.99%	Less than 92%
Pupil-Teacher Ratio	21 or less	22-25	26-30	31-32	Greater than 32
Parent Involvement	90% or more	75-89 %	60-74%	30-59%	29% or less
External Accreditation	NAEYC or Montessori	SDE and SACS-early childhood	SDE	Conducting self-study	Not pursuing accreditation
Professional Development	More than 1.5 days	1 to 1.5 days	1 day	.5 to .9 day	Less than .5 day

Criterion to be added beginning 2005

- An environmental measure for program improvement (e.g. Early Childhood Environmental Rating Scale- Revised).

Rating Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet AYP for *all* students criteria.

Sample Absolute Rating Calculation

Student Attendance is 92%	2 points
Student-Teacher Ratio is 26 to 1	3 points
Parent Involvement is 65%	3 points
External Accreditation from SDE	3 points
Professional Development is .5 day	2 points
Total Points	13 points divided by 5 (number of criteria)

Index = 2.6

Absolute Rating: Below Average

Note: This school's index of 2.6 is a Below Average Absolute Rating through the year 2007. From 2008 through 2014, a 2.6 index becomes Unsatisfactory.

Met AYP for *all* students? Yes/No. If this school's index had been an Excellent or Good Rating, AYP must be met for all students to maintain the rating. If AYP is not met for all students, the Excellent or Good Rating decreases one level from Excellent to Good or from Good to Average.

Sample Improvement Rating Calculation

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Absolute Rating Index for School Year: 2.4
Absolute Rating Index for the Prior School Year: - 2.2
Difference = 0.2

Improvement Rating: Average



SC's Accountability System

- ALL children can achieve
- Higher academic standards for students and schools
- Each school and school district is accountable for every student
- The 2010 Goal
- More students scoring proficient

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Adequate Yearly Progress (AYP)

- Added in 2002 as a third measure of school performance.
- Communicates whether a school met or did not meet annual targets for student performance and participation rates.
- Ratings are lowered one level for schools and districts with an Absolute Rating of Good or Excellent and do not meet AYP for *all* students.



Five Rating Terms

- ***Excellent*** – Performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Good*** – Performance exceeds the standards for progress toward the 2010 SC Performance Goal.
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- ***Unsatisfactory*** – Performance fails to meet the standards for progress toward the 2010 SC Performance Goal.



The Criteria and Calculations for Absolute Rating & Improvement Rating (Elementary & Middle Schools)

Elementary and Middle School Ratings



- ***Absolute Rating*** - Percentage of students meeting standards on the state's standards-based assessment PACT or Palmetto Achievement Challenge Test during the school year on which the report card is based.
- ***Improvement Rating*** - Progress of longitudinally-matched, individual student data comparing current PACT scores to the previous year's for the purpose of determining student academic growth.



Absolute Rating Criteria

Assigned Points for Student Performance on PACT:

Advanced	5 points
Proficient	4 points
Basic	3 points
Below Basic 2	2 points
Below Basic 1	1 point

(The Below Basic score category is split into two subcategories: Below Basic 2 and Below Basic 1 to measure improvement among low scoring students.)

Test scores for students who should be tested but were not are assigned a point of 0.

Rating Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet AYP criteria for *all* students and percent tested.

Sample Absolute Rating Calculation

Subject Areas	Score Category	No. of scores	Score Category Points	Points
English/Language Arts & Mathematics				
	Advanced	27	X 5 =	135
	Proficient	35	X 4 =	140
	Basic	110	X 3 =	330
	Below Basic 2	42	X 2 =	84
	Below Basic 1	19	X 1 =	19
	Not Tested	<u>5</u>	X 0 =	<u>0</u>
Total No. of scores		= 238	Sum of weighted scores =	708

$$708 \div 238 = 2.97$$

Rounded: 3.0

Absolute Rating: Average

Note: This school's index of 3.0 is an Average Absolute Rating through the year 2007. From 2008 through 2011, a 3.0 index becomes Below Average and from 2012 through 2014, it becomes Unsatisfactory.

Met AYP? Yes/No. If this school's index had been an Excellent or Good Rating, AYP must be met for all students to maintain the rating. If AYP is not met for all students, the Excellent or Good Rating decreases one level.

Sample Improvement Rating Calculation

Step 1: Calculate index for year on which report cards is based using eligible student scores.

Performance Level	Point Weight	X	# of Students	=	Total Points
Advanced	5.00	X	10	=	50.00
Proficient	4.75	X	1	=	4.75
	4.50	X	0	=	0.00
	4.25	X	3	=	12.75
	4.00	X	15	=	60.00
Basic	3.75	X	24	=	90.00
	3.50	X	22	=	77.00
	3.25	X	25	=	81.25
	3.00	X	26	=	78.00
Below Basic 2	2.75	X	15	=	41.25
	2.50	X	10	=	25.00
	2.25	X	0	=	0.00
	2.00	X	5	=	10.00
Below Basic 1	1.75	X	5	=	8.75
	1.50	X	6	=	9.00
	1.25	X	8	=	10.00
	1.00	X	4	=	4.00
Totals			179		561.75

$561.75 / 179 = 3.138$ (Index for year on which report card is based)

Sample Improvement Rating Calculation

Step 2: Recalculate index for prior year using eligible students.

Performance Level	Point Weight	X	Number of Students	=	Total Points
Advanced	5.00	X	8	=	40.00
Proficient	4.75	X	0	=	0.00
	4.50	X	1	=	4.50
	4.25	X	3	=	12.75
	4.00	X	16	=	64.00
Basic	3.75	X	23	=	86.25
	3.50	X	22	=	77.00
	3.25	X	27	=	87.75
	3.00	X	24	=	72.00
Below Basic 2	2.75	X	13	=	35.75
	2.50	X	10	=	25.00
	2.25	X	2	=	4.50
	2.00	X	6	=	12.00
Below Basic 1	1.75	X	5	=	8.75
	1.50	X	7	=	10.50
	1.25	X	6	=	7.50
	1.00	X	6	=	6.00
Totals			179		554.25

554.75 / 179 = 3.096 (Index for prior year on which report card is based)

Sample Improvement Rating Calculation

Step 3: Subtract the difference to determine Improvement Rating Index.

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Index for current school year: **3.138**

Index for the prior school year: **- 3.096**

Difference = **0.042**

Rounded to the nearest tenth of a point 0.0

Improvement Rating: Below Average



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Five Rating Terms

- ***Excellent*** – Performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Good*** – Performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Average*** – Performance meets the standards for progress toward the 2010 SC Performance Goal.
- ***Below Average*** – In jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- ***Unsatisfactory*** – Performance fails to meet the standards for progress toward the 2010 SC Performance Goal.



The Criteria and Calculations for Absolute Rating & Improvement Rating (High Schools)

High School Ratings

- ***Absolute Rating*** - Level of performance on measures of high school student success during the school year on which the report is based. Measures are longitudinal Exit Examination performance, percentage of seniors qualifying for LIFE scholarships to a four-year institution, first attempt HSAP performance and Graduation Rate.

- ***Improvement Rating*** - Progress of cohorts of students toward attaining and/or maintaining higher levels of performance on measures of student success from year to year. Measures are the same as in the Absolute Rating, with improvement measured by calculating the gain in performance from the prior school year.



Rating Criteria

Criterion (% is the weighting factor)	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100% (5 x .3 = 1.5 pts)	97.5 - 99.9% (4 x .3 = 1.2 pts)	90.7 - 97.4% (3 x .3 = 0.9 pts)	87.3 - 90.6% (2 x .3 = 0.6 pts)	Below 87.3% (1 x .3 = 0.3 pts)
First Attempt HSAP Passage Rate (20%)	62.9% or more (5 x .2 = 1.0 pts)	53.7-62.8% (4 x .2 = 0.8 pts)	37.4-53.6% (3 x .2 = 0.6 pts)	26.7-37.3% (2 x .2 = 0.4 pts)	Below 26.7% (1 x .2 = 0.2 pts)
Qualifying for LIFE Scholarships (20%)	38.6% or more (5 x .2 = 1.0 pts)	28.7 - 38.5% (4 x .2 = 0.8 pts)	8.9 - 28.6% (3 x .2 = 0.6 pts)	4.0 - 8.8% (2 x .2 = 0.4 pts)	Below 4.0% (1 x .2 = 0.2 pts)
Graduation Rate (30%)	88.3% or more (5 x .3 = 1.5 pts)	79.6 - 88.2% (4 x .3 = 1.2 pts)	62.2 – 79.5% (3 x .3 = 0.9 pts)	53.5 – 62.1% (2 x .3 = 0.6 pts)	Below 53.5% (1 x .3 = 0.3 pts)

Ratings Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above	3.1-3.4	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet AYP criteria for *all* students in each subject area and for percent tested.

Sample Absolute Rating Calculation

92% Longitudinal Exit Exam:	0.9 points
64% First Attempt HSAP Passage Rate:	1.0 points
25% Seniors Qualifying LIFE Scholarships:	0.6 points
100% Graduation Rate:	<u>1.5 points</u>

sum = 4.0 Index

Absolute Rating: Excellent

Note: This school's index of 4.0 is an Excellent Absolute Rating through the year 2009. From 2010 to 2013, a 4.0 index becomes Good and in 2014 it becomes Average.

Met AYP? (***Beginning in 2005***) Yes/No. This school's index of 4.0 is an Excellent Absolute Rating. If the school meets AYP for all students, its rating will remain the same. If it does not, its rating decreases to Good.

Sample Improvement Rating Calculation

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Absolute Rating Index for School Year for which
report card is based:

2.4

Absolute Rating Index for the Prior School Year:

- 2.2

Difference =

0.2

Improvement Rating: Average



SC's Accountability System

- ALL children can achieve
- Higher academic standards for students and schools
- Each school and school district is accountable for every student
- The 2010 Goal
- More students scoring proficient




Adequate Yearly Progress (AYP)

- Added in 2002 as a third measure of school performance.
- Communicates whether a school met or did not meet annual targets for student performance and participation rates.
- Ratings are lowered one level for schools and districts with an Absolute Rating of Good or Excellent and do not meet AYP for *all* students.



Five Rating Terms

- ***Excellent*** – Performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Good*** – Performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Average*** – Performance meets the standards for progress toward the 2010 SC Performance Goal.
- ***Below Average*** – In jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- ***Unsatisfactory*** – Performance fails to meet the standards for progress toward the 2010 SC Performance Goal.



The Criteria and Calculations for Absolute Rating & Improvement Rating (Career/Technology Centers)

Career/Tech School Ratings

- ***Absolute Rating*** - Level of performance on measures of career technology student success during the school year on which the report card is based. Measures are percentages of students mastering core competencies or certification requirements in courses, graduation and placement rates.
- ***Improvement Rating*** - Progress of cohorts of students toward attaining and/or maintaining higher levels of performance on measures of student success from year to year. Measures are the same as in the Absolute Rating.



Rating Criteria

Criterion (Weighting factor)	Points Assigned				
	5	4	3	2	1
Mastery (5)	86 % or more (5 x 5 = 25 pts)	78-85 % (4 x 5 = 20 pts)	70-77% (3 x 5 = 15 pts)	62-69% (2 x 5 = 10 pts)	61 % or below (1 x 5 = 5 pts)
Graduation (2.5)	97% or more (5 x 2.5 = 12.5 pts)	92-96 % (4 x 2.5 = 10 pts)	87-91% (3 x 2.5 = 7.5 pts)	82-86% (2 x 2.5 = 5 pts)	81% or below (1 x 2.5 = 2.5 pts)
Placement (2.5)	98 % or more (5 x 2.5 = 12.5 pts)	95-97 % (4 x 2.5 = 10 pts)	92-94 % (3 x 2.5 = 7.5 pts)	89-91 % (2 x 2.5 = 5 pts)	88 % or below (1 x 2.5 = 2.5 pts)

Ratings Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above	3.1-3.4	2.7-3.0	2.3-2.6	Below 2.3*
2005	3.6 and above	3.2-3.5	2.8-3.1	2.4-2.7	Below 2.4*
2006	3.7 and above	3.3-3.6	2.9-3.2	2.5-2.8	Below 2.5*
2007	3.8 and above	3.4-3.7	3.0-3.3	2.6-2.9	Below 2.6*
2008	3.9 and above	3.5-3.8	3.1-3.4	2.7-3.0	Below 2.7*
2009	4.0 and above	3.6-3.9	3.2-3.5	2.8-3.1	Below 2.8*
2010	4.1 and above	3.7-4.0	3.3-3.6	2.9-3.2	Below 2.9*
2011	4.2 and above	3.8-4.1	3.4-3.7	3.0-3.3	Below 3.0*
2012	4.3 and above	3.9-4.2	3.5-3.8	3.1-3.4	Below 3.1*
2013	4.4 and above	4.0-4.3	3.6-3.9	3.2-3.5	Below 3.2*
2014	4.5 and above	4.1-4.4	3.7-4.0	3.3-3.6	Below 3.3*

* Centers with Unsatisfactory ratings will NOT meet AYP.

Sample Absolute Rating Calculation

78% of Students Exhibiting Mastery	=	20 points
97% of 12 th Graders Graduating	=	12.5 points
73 % Placement Rate	=	<u>2.5 points</u>
Total points	=	35 points
Divided by 10		÷ 10 (weights)
Index = 3.5		

Absolute Rating: Excellent

Note: This center's index of 3.5 is an Excellent Absolute Rating through the year 2004. From 2005 to 2008, a 3.5 index becomes Good, and from 2009 through 2012, it becomes Average. From 2013 to 2014, it becomes Below Average.

Sample Improvement Rating Calculation

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Absolute Rating Index for School Year for which report card is based: 2.4
Absolute Rating Index for the Prior School Year: -2.2
Difference = 0.2

Improvement Rating: Average



SC's Accountability System

- ALL children can achieve
- Higher academic standards for students and schools
- Each school and school district is accountable for every student
- The 2010 Goal
- More students scoring proficient

A large, solid red shape, resembling a stylized drop or a partial circle, is located on the left side of the slide.


Adequate Yearly Progress (AYP)

- Added in 2002 as a third measure of school performance.
- Communicates whether a school met or did not meet annual targets for student performance and participation rates.
- Ratings are lowered one level for schools and districts with an Absolute Rating of Good or Excellent and do not meet AYP for *all* students.



Five Rating Terms

- ***Excellent*** – Performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Good*** – Performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Average*** – Performance meets the standards for progress toward the 2010 SC Performance Goal.
- ***Below Average*** – In jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- ***Unsatisfactory*** – Performance fails to meet the standards for progress toward the 2010 SC Performance Goal.



The Criteria and Calculations for Absolute Rating & Improvement Rating (School Districts)

School District Ratings

- ***Absolute Rating*** - Level of performance of all district schools on measures of student success during the school year on which the report card is based.
- ***Improvement Rating*** - Progress of all schools in the district toward attaining and/or maintaining higher levels of performance on measures of student success from prior year to year on which report card is based.





Rating Criteria

Criteria used to calculate ratings for elementary and middle schools:

PACT performance of students in grades 3 - 8

&

Criteria used to calculate ratings for high schools (grades 9-12):

*Longitudinal Exit Exam Passage Rate
First Attempt HSAP Exit Exam
Qualifying for LIFE Scholarships
Graduation Rate*

Rating Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School district must meet AYP criteria for *all* students in each subject area and for percent tested.

Sample Absolute Rating Calculation

Step 1:

Grade Levels	Absolute Index	X	District ADM	=	Sum of Absolute Level
Grades 3 – 8	2.9	X	12,532	=	36342.8
Grades 9 – 12	3.0	X	<u>6,621</u>	=	<u>19863.0</u>
		Totals	19,153		56205.8

Step 2: Calculating the Index:

(Sum of Absolute Index X ADM)	÷	Total ADM	= District Absolute Index
56205.8	÷	19153.0	= 2.934

Rounded to nearest tenth of a percentage: 2.9

Absolute Rating: Average

Note: This school district's index of 2.9 is an Average Absolute Rating through the year 2006. From 2007 through 2010, an index of 2.9 is Below Average, and from 2011 through 2014, it becomes Unsatisfactory.

Met AYP? Yes/No. If this school district's index had been an Excellent or Good Rating, AYP must be met for *all* students to maintain the rating. If AYP is not met for all students, the Excellent or Good Rating decreases one level.

Sample Improvement Rating Calculation

Step 1: Calculate the sum of the products of the Improvement Rating index times the ADM for grades 3 - 8 schools and high schools and the total ADM for grades 3 - 12.

Student Grade Levels	Improvement Index		District ADM		
3-8	0.183	X	12,532	=	2293.356
9-12	0.124	X	<u>6,621</u>	=	<u>821.004</u>
	Totals		19,153		3,114.360

Sample Improvement Rating Calculation

Step 2: Calculate the district's Improvement Rating Index

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

(Sum of Improvement Index X ADM) ÷ Total ADM = Improvement Rating Index

3,114.360 ÷ 19,153.0 = 0.162

Round to nearest tenth of a percentage = **0.2**

Improvement Rating: Average

A Matter of Facts

About The State of South Carolina Annual

School and District Report Cards

South Carolina's Performance Goal:

*By 2010, South Carolina's student achievement will be ranked in the top half of states nationally.
To achieve this goal, we must become one of the five fastest improving systems in the country.*

Education Accountability Act (EAA): Five Components

- **Curriculum Content Standards** – The required knowledge and skills for students in English/language arts, mathematics, science and social studies.
- **Assessments** – Palmetto Achievement Challenge Tests in grades 3-8; an exit exam and end-of-course tests for high schools.
- **Professional Development/Technical Assistance** – Teacher training and assistance to low-performing schools.
- **Public Reporting** – The school and district report cards; data to use in decision-making and program evaluation.
- **Rewards and Intervention** – Recognition for schools performing at high levels or with high rates of improvement and intervention for schools that do not improve.

The School and District Report Cards

- Issued to all public schools and school districts by November 1 of each year.
- Distributed to parents by November 15.
- Results advertised in newspaper within 45 days of release.
- Printed in black and white.

Purposes of the Report Card

- Inform parents and the public about the school's or school district's performance.
- Assist in addressing the strengths and weaknesses within a particular school.
- Recognize schools with high performance and improvement.
- Evaluate and focus resources on schools with low performance.

Report Card Rating Terms

- Excellent
- Good
- Average
- Below Average
- Unsatisfactory

Application of Ratings

- **Absolute Rating** – The academic achievement of students in the school year upon which the report card is based measured against the target level (2010 goal) of performance.
- **Improvement Rating** – The progress of longitudinally-matched student achievement scores from one year to the next.
- **Ratings Increase in Rigor Over Time** – The score, or index ranges, that determines a school's performance level rating remained the same from 2001-2003. Beginning in 2004, the score ranges increase annually through 2010.
- **Adequate Yearly Progress** – As required by the No Child Left Behind Act (NCLB), Adequate Yearly Progress (AYP) specifies that the statewide target is met for all students and for each student subgroup: racial/ethnic, economic, disability, limited English proficiency, and migrant status. (Contact State Department of Education for more information on AYP.)

Report Card Contents

- **General Information** – The name, location, enrollment, and leadership structure of a school or district, the state's 2010 education goal, and Web site resources are provided.
- **School/District Ratings** – The Absolute and Improvement Ratings, the performance trends over the past four years and a comparison to Schools/Districts with Students Like Ours are provided. Notice of the school's or district's status of Adequate Yearly Progress (AYP) also is provided.
- **Standardized Test Results** – Details of student achievement data by content area and by grade level are provided in both pie charts and tabular form. Student results are disaggregated by student gender, ethnicity, disability status, socio-economic status, migrant status, and English proficiency status.
- **School/District Profile** – Information about the school or district is provided in three categories: students, staff and school programs and compared to Schools/Districts with Students Like Ours and the State Median.

Report Card Contents (Continued)

- **School/District Narrative and Survey Results** – A narrative about the school's or district's accomplishments and its plans to address any barriers to increasing student achievement is provided by the school principal and School Improvement Council or superintendent. Results of surveys of teachers, students and parents evaluating the school/district learning environment, social and physical environment and home-school relations also are provided.

Criteria Used to Calculate School Ratings

- **K-2 Only Schools** – Student attendance, pupil-teacher ratios, parent involvement, external accreditation that is early childhood specific and professional development time devoted exclusively to early childhood.
- **Elementary and Middle Schools with Grades 3-8** – Percentage of students achieving at different levels on the Palmetto Achievement Challenge Tests (PACT).
- **High Schools with Grades 9-12** – Percentage of first attempt and seniors passing the high school exit exam, percentage of seniors eligible for LIFE Scholarships to four-year institutions and graduation rate.
- **Career & Technology Centers** – Percentage of students who earn a 2.0 or above on the final course grade, the graduation rate, and the percentage of graduates who are placed in either post-secondary instruction, military services or employment.
- **School Districts** – Weighted summary of the criteria for elementary, middle and high schools within the school district.

Frequently Asked Questions and Answers

Q. What is the difference between school/district ratings and Adequate Yearly Progress?

- A. School/district ratings were established in 1998 by the EAA to communicate a school's overall level of student performance and progress to the 2010 education goal. Adequate Yearly Progress (AYP) was added as a third measure in 2002 by NCLB to communicate if a school/district met or did not meet the annual targets for student performance and testing participation rates. Schools/districts with an Excellent or Good Absolute Rating that do not meet AYP for all students have their rating lowered one level from Excellent to Good or from Good to Average.

Q. What happens if my child's school gets a low rating?

- A. Schools with a Below Average or Unsatisfactory Absolute Rating are eligible to receive technical

assistance and resources provided through the State Department of Education. Technical assistance may include teacher specialists, professional development, principal specialists, and grants for homework centers and extended year programs. Parents of children in Title 1 schools that do not meet AYP for two and three consecutive years are provided options including transfers to other schools or supplementary services for their children.

Q. How should parents respond if their child's school receives a low rating?

- A. Parents should observe how their child's school responds to areas of concern and how their child is achieving. Parents are integral to the school improvement process. Parents can encourage the school to address concerns, encourage student learning and make student attendance a priority.

Q. Are ratings considered the same things as labels? Won't they do more harm than good?

- A. Unlike labels, ratings aren't perceived as being permanent. Ratings are simplified statements to help the public better understand the overall level of academic performance of a school or district and can be powerful motivators for change. Positive ratings bring recognition and pride. Lower ratings bring support and technical assistance. SC focuses on continuous improvement.

Q. Why are test scores used to rate schools?

- A. Test scores are a uniformly collected result of schooling. Test scores are used in decisions schools make about students' promotion, selection into special programs, admission to post-secondary education and eligibility for scholarships. Emphasis on test scores reflect the primary mission of schools to provide academic competencies.

Q. Is there a process for schools/districts to appeal their ratings and/or other report card information?

- A. Yes, each school and district is given an opportunity to appeal to the State Department of Education (SDE). If differences exist between the SDE data and the school or district data, the differences are reconciled, and if necessary, the ratings are recalculated. In general, other report card data elements are collected from several sources, each of which has its own provisions for assuring that the data are accurate. A large amount of data is collected in early summer. Data provided by the deadline date are printed and returned to the school/district for review and correction, as time permits.

7 Tips for Using Your School or District Report Card

Improving school or district performance begins with understanding the conditions, successes, and challenges of each school and district. The South Carolina Annual School and District Report Cards provide information to build that understanding. The information enables entire communities - educators, parents, students, business leaders and others - to ensure all students achieve.

Which information helps us determine how our school or district performance can be developed?

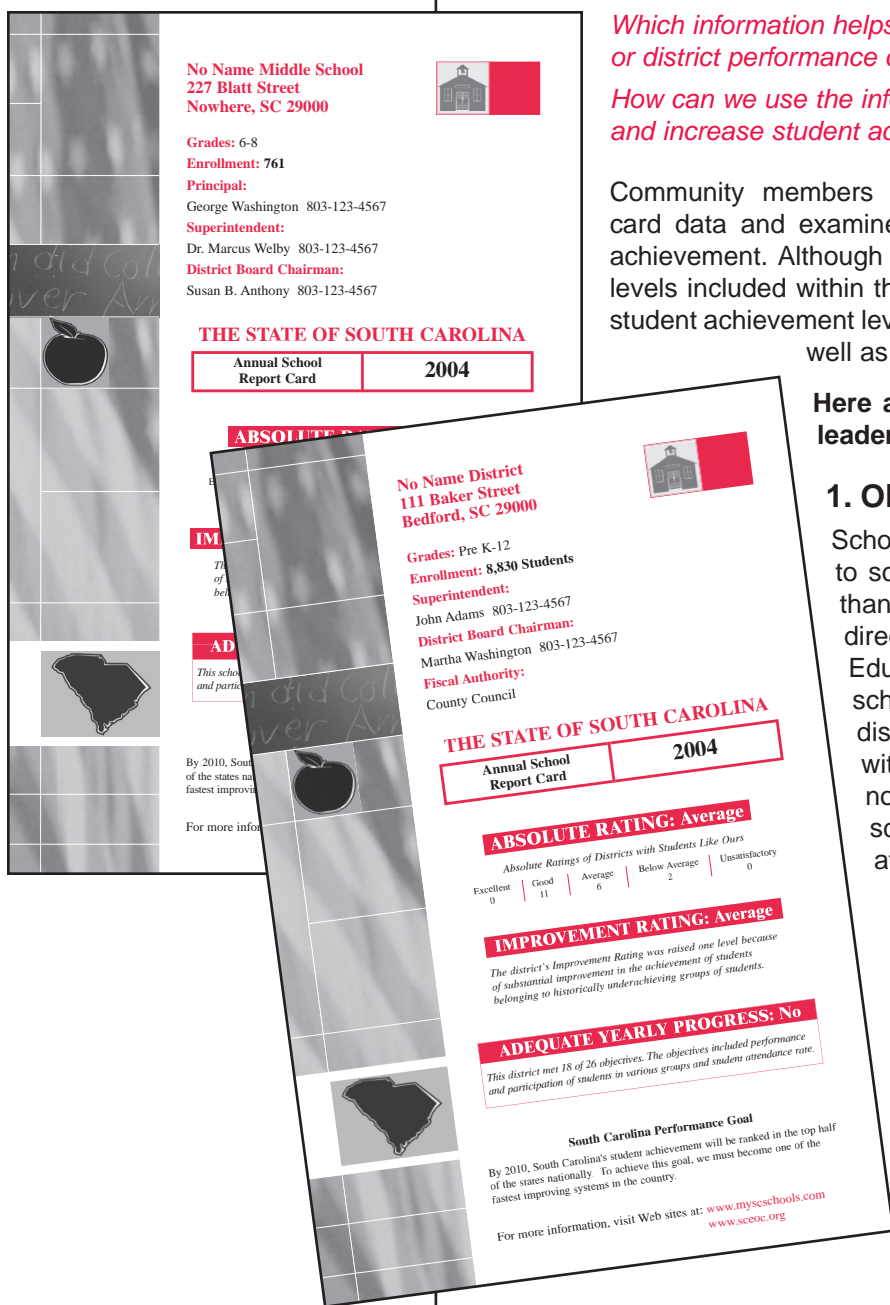
How can we use the information to promote stronger schools and increase student achievement?

Community members should study the school and district report card data and examine how the factors interact to support student achievement. Although report card contents are tailored to the grade levels included within the school or district, every report card includes student achievement levels by demographic groups and grade levels as well as school or district profile information.

Here are seven ways for parents and community leaders to use the school or district report card:

1. Obtain a school or district report card.

School and district report cards are issued annually to schools by November 1 and to parents no later than November 15. Report cards may be mailed directly to parents from the State Department of Education (SDE) or sent home with students by school leaders. The results for each school and district must be advertised in a local newspaper within 45 days of the report card release. If you do not receive a report card, obtain one from the school or from the SDE's Report Card web page at www.myschools.com.



2. Study the performance ratings and Adequate Yearly Progress (AYP) statements.

Each school receives two ratings and notification of whether the school met or did not meet AYP. Detailed information on the ratings calculation is available on the SC Education Oversight Committee's (EOC) Information for Parents page web page at www.sceoc.org.

- The Absolute Rating reports the school or district levels of student performance during a school year measured against the 2010 education goal, which is printed at the bottom of the report card cover. The rigor of the ratings increases each year. School ratings are based on students' performance on the Palmetto Achievement Challenge Test (PACT) for grades 3 - 8. For high schools, ratings are based on exit exam passage rates, eligibility for LIFE scholarships and graduation rate. Excellent, Good, Average, Below Average and Unsatisfactory are the five rating terms.
- The Improvement Rating reports the school's or district's progress of student achievement from one school year to the next. Ratings for schools enrolling students in grades 3-8 are calculated using longitudinally-matched student PACT scores. Ratings for high schools, primary schools and career/technology centers use cohorts of students.

- AYP notification indicates whether or not a school or district has met annual targets required by No Child Left Behind legislation for the percentage of students scoring Proficient or Advanced (grades 3-8) or "3" or above on the High School Assessment Program (HSAP) tests and participation rates. The number of targets for each school and district is printed below the notification.

Are our ratings improving, declining or staying the same? Why?

Which AYP targets did we meet, and which targets didn't we meet? Why?

No Name District

PACT PERFORMANCE BY STUDENT GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient
ENGLISH/LANGUAGE ARTS					
ALL STUDENTS	3976	99.5	33.6	43.3	21.4
GENDER					
Male	2015	99.5	33.6	43.3	21.4
Female	1961	99.5	33.6	43.3	21.4

RACIAL/ETHNIC GROUP

White
African American
Asian/Pacific Is.
Hispanic
Am. Indian

No Name District

HSAP PERFORMANCE BY STUDENT GROUP

	Enrollment 1st Day of Testing	% Tested	% Scoring 1	% Scoring 2	% Scoring 3
ENGLISH/LANGUAGE ARTS					
ALL STUDENTS	730	92.0	39.3	19.4	19.7
GENDER					
Male	355	90.2	40.9	20.1	24.2
Female	375	93.9	38.2	19.8	15.4
RACIAL/ETHNIC GROUP					
White	365	94.2	31.2	20.2	25.0
African American	348	91.8	51.7	17.9	12.1
Asian/Pacific Is.	12	100	8.3	25.0	33.3
Hispanic	3	I/S	I/S	I/S	I/S
Am. Indian/Alaskan	2	I/S	I/S	I/S	I/S
DISABILITY STATUS					
Not Disabled	588	92.8	35.9	15.3	I/S
Disabled	142	88.2	53.3	36.7	I/S
MIGRANT STATUS					
Migrant	0	I/S	I/S	I/S	I/S
Non-migrant	730	92.0	39.3	19.4	19.7
PROFICIENCY					

3. Study the results of standardized tests.

PACT is administered to students in grades 3 through 8 to assess their performance in English/language arts (ELA), mathematics, science and social studies. The SC High School Assessment Program (HSAP) is the exit exam required for a high school diploma and consists of ELA and mathematics subtests. Parent-friendly curriculum standards in each grade level and all content areas, upon which the tests are based, are provided to schools. Copies of the standards also are available on the EOC Web site.

Which groups of students are meeting expectations, and which groups are not progressing?

In which content areas is performance stronger? At which grade levels?

Do students perform higher relative to the requirements as they move through the school?

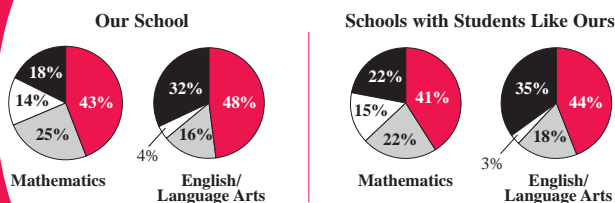
4. Compare our school or district performance to schools (or Districts) with Students Like Ours.

Schools (or Districts) with Students Like Ours are schools or districts with a similar percentage of students eligible for Medicaid services and/or participating in the free/reduced lunch program. Both factors are reported as a poverty index for each school. An Excel file listing SC schools and districts and their poverty indices is available on the EOC Web site. Schools with Students Like Ours are reported to enable school communities to learn from one another. Schools can benefit from the practices and techniques of higher performing schools serving similar communities.

How are schools similar to ours scoring?

How does our profile information about students, staff and school compare to schools like ours?

NETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITION OF CRITICAL TERMS:

Advanced - Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient - Well prepared to work at next grade level; met expectations
Basic - Minimally prepared; can go to next grade level
Below Basic - Did not meet standards; must have an academic assistance plan; the student does not progress to the next grade level
 Students with scores of 1-3 should be included in the 2005 school report card.

5. Look for changes in our school or district profile information.

The school or district profile page provides information to better understand the conditions, opportunities and challenges the school faces. The information includes (but is not limited to) expenditures, teacher qualifications, student and teacher attendance rates, opportunities in the arts, character education programs, parent conference rates, and student suspensions and expulsions for violent and/or criminal offenses. The information is divided among three categories: students, staff and school programs. Information from similar schools and districts and the state median also are presented to enable comparisons.

Are our attendance rates for students and teachers improving or declining?

What are the trends in our expenditures per student and how do they compare to trends in our performance ratings?

How do our average teacher salary, percent with advanced degrees, and percent of highly qualified teachers compare to the state median?

Has participation in special programs, e.g. percent eligible for gifted and talented, percent enrolled in high school credit courses, etc., increased or declined?

No Name Elementary School

SCHOOL PROFILE

	Our School	Change from Last Year	Schools w/Students Like Ours
STUDENTS (n=605)			
• First graders who attended full day	76.0%	Down from 87.0%	95.3%
• Retention rate	3.5%	Up from 2.9%	3.0%
• Attendance rate	97.3%	Up from 96.8%	96.3%
• On academic plans	23.9%	Down from 26.1%	33.2%
• On academic probation	0.0%	N/R	0.0%
• With disabilities other than speech taking PACT (ELA) off grade level	10.9%	Up from 9.4%	8.0%
• With disabilities other than speech taking PACT (Math) off grade level	10.9%	Up from 7.1%	3.3%
• Older than usual for grade	1.8%	Up from 1.2%	1.0%
• Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%
• Eligible for gifted and talented	26.2%	Down from 27.1%	26.2%
• With disabilities other than speech	10.9%	Up from 9.4%	8.0%
STAFF (n=52)			
• With advanced degrees	53.2%	Up from 48.1%	53.2%
• With master's degrees	76.9%	Up from 73.1%	76.9%

6. Study the results of evaluations by teachers, students and parents.

Surveys are distributed by the SDE each spring to assess the learning environment, social and physical environment and home-school relations of the school. Each survey includes about 42 questions. Survey item results are provided to schools. Surveys are administered to all teachers and to students and their parents in grades five, eight, and eleven, or in the highest grade in their school. Teacher, student and parent perceptions of schools provide information for program improvement to principals, their faculty, the School Improvement Council and the community.

ABBREVIATIONS FOR MISSING DATA

N/AV – Not Available; N/AP – Not Applicable; N/C – Not Collected; N/R – Not Reported; I/S – Insufficient Sample
*Prior year's audited financial data

EVALUATIONS BY TEACHERS, STUDENTS AND PARENTS

Number of Surveys Returned	Teachers 15	Students* 77	Parents* 20
% satisfied w/learning environment	97.0	90.9	93.0
% satisfied with social & physical environment	85.0	86.0	85.3
% satisfied w/home-school relations	97.0	92.0	80.3

*5th grade students and parents only.

Are there significant differences among the responses of teachers, students or parents to the three summary questions? What are potential reasons for the differences?

How do the evaluation results compare with other information on the report card?

What are the strengths and weaknesses of parental involvement activities at our school? Are parents encouraged to volunteer in the school?

What are the barriers to parental involvement with the school and its educators?

Are there any significant changes from last year's results?

7. Ask how weaknesses are identified from the data, who is working to make changes and how you can contribute.

To raise student achievement, educators need support and assistance from parents and community leaders. Parents and leaders should be informed about the improvement efforts of their school or district and how those efforts create more opportunities for children. Strengths and weaknesses vary from school to school, but the process for improvement should be taking place in every school. For example:

If mathematics scores are low, what changes are to be implemented to improve mathematics instruction?

If students with limited English proficiency are not making progress, how can English language learners be supported so that they become proficient in English?

If there are students not scoring on grade level, how are they provided the extra instruction needed to succeed?

If there are higher scoring Schools Like Ours, what can we learn from their strategies and practices?

If test results are low, do our teachers and parents understand the curriculum standards our students are expected to meet?

Answers to Questions About PACT

*The following frequently asked questions and answers about the **Palmetto Achievement Challenge Test** were developed through a project between the State Department of Education, the South Carolina Chapter of the National School Public Relations Association and the South Carolina School Boards Association.*

Q. What does PACT mean?

A. PACT, or the Palmetto Achievement Challenge Test, is our state's standards-based, criterion-referenced test administered to students in grades 3 through 8. Some school districts choose to give PACT to first and second graders. PACT measures students' mastery of grade-level curriculum standards in English/language arts, mathematics, science and social studies. A PACT-like exit exam, the High School Assessment Program, for high school students has been developed to replace the Basic Skills Assessment Program exit exam.

Q. What is the purpose of PACT?

A. PACT is part of a comprehensive approach to raise the level of student performance. The tests measure SC's curriculum standards. Each school has a copy of these standards for all grades, and they are available to parents. Expectations are being raised so that our students can successfully compete in the global, knowledge-based economy of the future. This system-wide approach includes curriculum standards and training for teachers on how to make changes in classroom instruction.

Q. What scores can a student receive on PACT?

A. Students receive one of the following scores:

Below Basic – did not meet the standard and may not be prepared to work at the next grade level;

Basic – minimally met the standards and prepared to work at the next grade level;

Proficient – met expectations and well prepared to work at the next grade level and

Advanced – exceeded expectations and very well prepared to work at the next grade level.

Q. Who grades PACT?

A. The South Carolina Department of Education (SDE) contracts with Data Recognition Corporation in Minnesota. A computer program is used to score the multiple-choice questions, and trained professionals are used to score students' essay questions.

Q. How are PACT results reported?

A. PACT results provide parents and schools with information on students' knowledge of the curriculum standards. PACT does not compare one student to other students. Each child's PACT test is scored against the standard for his or her grade level and subject area. The results are compiled by the state and reported for schools and districts as well as broken out by student demographic groups including gender, ethnicity, free and reduced lunch participation, limited English proficiency and disability. PACT scores are used to calculate school ratings published on the Annual School and District Report Cards issued each year by the state.

Q. What happens to a student who scores Below Basic in an area on PACT?

A. The child's teacher and parent must develop an academic assistance plan for any student who scored Below Basic in the content area in which he/she is failing to meet standards.

Q. What is an Academic Assistance Plan?

A. It is a written plan to outline assistance that will be provided to help the student improve his/her achievement. The plan is developed through a conference with the parents or guardian, teachers and school administrators. It outlines what help the school will provide to the student and specific actions the parents and student can take to help the student become proficient.

Q. If my child has an academic assistance plan and moves, will he/she keep the plan?

- A.** The new school should receive copies of the PACT scores and academic assistance plan with the child's permanent record. A parent-teacher conference is suggested at the time of the move.

Q. Will a student be retained based solely on PACT scores?

- A.** Classroom grades, teacher judgment and PACT scores in consultation with parents should be used to make retention decisions. According to state law, a student must be retained after he/she has failed to pass the test after three consecutive years; however, the General Assembly has approved temporary provisos allowing educators flexibility to use multiple criteria in making final decisions.

Q. What does my child's PACT report tell me?

- A.** The report shows your child's score or performance level (Below Basic, Basic, Proficient or Advanced), cites areas needing improvement and the average performance level for students in your child's school, district and state.

Q. What if my child's PACT scores are low but his/her grades have always been good?

- A.** Parents should talk with teachers and school administrators if a child's PACT scores are inconsistent with his or her grades.

Q. As a parent, what can I do to help my child?

- A.** Parents can do many things to help their children succeed. Read to your child, and let your child see you reading. Make sure your child attends school regularly. Talk often with your child's teacher either in person or by telephone. Monitor your child's homework and progress at school. Become involved in school activities such as parent/teacher associations or organizations.

Make sure your child gets plenty of rest and a well-balanced diet every day. Provide a quiet, comfortable place for studying at home. Encourage your child to take challenging courses. Let your child know that you believe doing his or her best in school is important. Be careful what your child hears you say to others about his/her math or reading abilities or about your own. Children may hear something like this and use this as an excuse not to learn. For example, "But, you said you can't do math either."

Q. What will the school or district do to ensure consistency of instruction throughout that school or district?

- A.** School and district administrators closely monitor progress through classroom observations and reviews of teacher lesson plans to make sure grade-level standards are taught. They review district and school PACT results to focus on areas needing improvement through teacher training, acquisition of instructional materials and supplemental programs.

Q. How will the state assist teachers?

- A.** The SDE provides workshops and information to teachers. Some of these include workshops to discuss PACT data, additional resource materials, staff development for district leaders focusing on improving teaching, sample questions and mini-tests for teachers to use to prepare their students for PACT and a brochure that gives a short description of the standards.

Q. Will there be any changes made regarding test administration?

- A.** Yes. The SDE continues to refine its policies about administering PACT, such as breaks during the test. Students receive practice mini-tests a week before PACT. Students write all answers in one test booklet instead of having two booklets to keep up with during any one test. SDE considers feedback from teachers throughout the state to revise testing procedures.

Answers to Questions About HSAP

*The following frequently asked questions and answers about the **High School Assessment Program** were developed by the Office of Assessment at the State Department of Education. Additional HSAP information is available at www.myschools.com.*

Q. What is HSAP?

- A.** The South Carolina High School Assessment Program (HSAP) is the state's newest high school exit exam. It consists of English/language arts (ELA) and mathematics tests administered to high school students to assess what they know and can apply in each subject.

Q. What is the purpose of HSAP?

- A.** Beginning with the graduating class of 2006, students must meet the required number of Carnegie units and receive passing scores on the HSAP ELA and mathematics tests to receive a South Carolina high school diploma.

Q. Who takes HSAP tests?

- A.** HSAP is administered to the following public school students:
- Students in their second year of high school after their initial enrollment in ninth grade.

Q. What are other purposes for HSAP scores?

- A.** Combined HSAP student scores are reported on the annual state school and district report cards and used to calculate ratings and Adequate Yearly Progress (AYP) for high schools and districts.

Q. What is the passing score?

- A.** There are four achievement-level scores for both ELA and mathematics. They are 1, 2, 3, and 4. A student must score a 2 or higher on each test to meet the graduation requirement; however, the targets for high schools to meet Adequate Yearly Progress and higher school ratings is based on the percentage of students scoring 3 or above.

Q. What happens when students do not pass the HSAP?

- A.** Students scoring a 1 on the ELA and/or mathematics tests must retake the test(s) they did not pass. Students have multiple opportunities to pass HSAP tests.

Q. How do the HSAP requirements apply to students with disabilities or limited English proficiency?

- A.** Students with disabilities may use testing accommodations and modifications that are specified in their Individual Education Programs (IEPs) or 504 Accommodations Plans. Students with limited English proficiency may use testing accommodations as addressed in the *HSAP Test Administration Manual* available on the State Department of Education (SDE) Web site. Students who meet the state criteria for alternate assessments will take the HSAP-Alternate Assessment.

Q. How much time do students have to take HSAP tests?

- A.** HSAP tests are given over a period of three days – two days for ELA and one day for mathematics. Students must complete each test session by the end of the school day.

Q. What type of items are on the ELA test?

- A.**
- Multiple-choice items, each with four options, assess content in Reading, Writing, and Research.
 - Constructed-response items prompt students to write answers to reading questions. A lined page is provided for the student's response to each prompt, and only that page is scored. The student does not have to fill the page to get a top score.
 - Extended-response items prompt students to write a longer response to a writing topic. Three lined pages are provided for the student's response. The student does not have to fill all three pages to get a top score but should write enough to demonstrate his or her best writing.

Q. What is assessed on the ELA test?

- A.** ELA expectations are based on the South Carolina curriculum standards that define what students need to know when they take the HSAP test. Copies of parent-friendly curriculum standards are available on the SC Education Oversight

Committee's Information for Parents Web page at www.sceoc.org. Full text versions of the standards are available on the SDE Web site.

Reading

- The student integrates various cues and strategies to comprehend what he or she reads.
- The student uses knowledge of the purposes, structures, and elements of writing to analyze and interpret text.
- The student applies knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and uses them correctly.

Writing

- The student uses a process approach to write for a variety of purposes.

Research

- The student selects a topic for exploration, gathers information from a variety of sources, and uses a variety of strategies to prepare and present the information.

Q. What type of items are on the mathematics test?

- A.**
- Multiple-choice items, each with four options, assess the content in Number and Operations, Algebra, Measurement and Geometry, and Data Analysis and Probability.
 - Integrated-response items are designed to integrate the expectations of Number and Operations, Algebra, Measurement and Geometry, and Data Analysis and Probability. These questions ask students to show their work and/or write an explanation to support their answers.

Q. What is assessed on the mathematics test?

- A.**
- Mathematics expectations are based on the South Carolina curriculum standards that define what students need to know when they take the HSAP test. Copies of parent-friendly curriculum-standards are available on the SC Education Oversight Committee's Information for Parents Web page at www.sceoc.org. Full text versions of the standards are available on the SDE Web site.

Number and Operations

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Compute with rational numbers, and make reasonable estimates in applied situations.

Algebra

- Understand and apply patterns, relations, and functions.
- Represent, analyze, and model situations using mathematical structures and algebraic symbols.

Measurement and Geometry

- Apply appropriate techniques, tools, and formulas to determine measurements and solve problems.
- Analyze characteristics and properties of two- and three-dimensional geometric shapes, understand geometric relationships, and apply spatial relationships using coordinate geometry.

Data Analysis and Probability

- Use appropriate statistical methods to analyze data and apply basic concepts of probability.
- Process standards (as assessed by integrated-response)
- Use the process standards of problem solving, communication, representations, and connections to apply a solution strategy and communicate and represent the results.

Q. What are some test-taking skills for students?

- A.**
- Focus on one question at a time during testing.
 - Read the directions and questions carefully.
 - Try to answer all questions.
 - Skip a question if you don't know the answer. Come back to the question(s) after you finish the rest of the test.
 - Realize that easier and more difficult questions are scattered throughout the test. Do not be discouraged if you find some of the first questions on the test are difficult.
 - Go back and check your answers when you finish.

Dear _____:

The quality of education at every level continues to rank at the top among civic issues in our community and state.

How do we make substantial and sustainable improvements in schools? South Carolinians have been working together for many years to answer these questions. In 1998, the South Carolina Education Accountability Act was implemented to increase school performance by publishing annual report cards for every public school and school district in our state. Our system was expanded in 2001 with the passage of the No Child Left Behind Act to include additional reporting requirements and options for parents of children in Title One schools.

In November, students will bring home their school and district report cards. Although report card contents are tailored to the grade levels included within the school or district, every report card includes the following components: general information; performance ratings and Adequate Yearly Progress notification; standardized test results by student demographic groups and grade levels, school or district profile information; a report from the superintendent or principal and School Improvement Council; and survey results from teachers, students and parents.

Report cards can open the door to meaningful discussions between school officials and parents. They help us know how we are doing relative to our goals and where our performance is weak so that we can address those weaknesses. We continue to use this data to make more informed decisions and to support school administrators, teachers, and support staff in engaging all students in quality learning experiences that lead to higher student achievement. Some of the strategies that are underway are: ***[list student achievement impact of successful education initiatives, program changes, or accomplishments here]***.

Let's celebrate our successes and continue to push forward. As I study our challenges, the areas where we need to focus our time, attention and financial resources are: ***[list needs and challenges here]***.

I encourage you to study the information on the report cards and connect with teachers, parents and students in a discussion that unites our community with its public schools. Each of us shares a responsibility for the success of our schools. Working together, we can help our students be the best in the nation and the world.

Sincerely,
[Name of Superintendent]